



California Postsecondary Education Commission

Status of Improving Teacher Quality State Grants Program – Title II, Part A, No Child Left Behind

Under the Commission's administration of the federal Eisenhower and Improving Teacher Quality (ITQ) programs, there are currently over 40 projects receiving grants to carry out subject matter content training for prospective, new, and veteran K-12 California teachers.

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The Postsecondary Education Commission is a citizen board established to coordinate the efforts of California's colleges and universities and to provide independent analysis and recommendations to the Governor and Legislature. More information on the Commission, including links to Commission publications, is available at www.cpec.ca.gov.

Draft Commission Report

Background

This item provides an overview of projects in the Commission's current portfolio of K-12 teacher professional development activities funded under the federal Dwight D. Eisenhower Professional State Grant and the Improving Teacher Quality (ITQ) State Grant Programs. In addition, three projects scheduled to conclude their activities this year will describe their activities and outcomes.

Under the two federal initiatives, since 1986 the Commission has received approximately \$68 million to award grants to various educational agencies to provide training to prospective, new, and veteran K-12 teachers. The training focuses on improving subject matter content knowledge and pedagogical skills in mathematics, science, reading, history, economics, foreign language, and civics.

Congress originally authorized K-12 professional development state grant programs in 1984 under Title II of the Education for Economic Security Act (EESA) (Public Law 98-377). The first program was designed to improve instruction in elementary and secondary mathematics, science, and foreign languages. In 1989, under the reauthorized federal Elementary and Secondary Act of 1965 (ESEA), the emphasis on professional development was continued and Congress authorized the program as the Dwight D. Eisenhower Mathematics and Science Education State Grant Program (Public Law 100-297). The Eisenhower Program focused on mathematics and science instruction. In 1994, the Eisenhower Program was continued under the reauthorized ESEA, Improving America's School Act (Public Law 103-382), and included mathematics, science, reading, arts, civics and government, economics, English, foreign languages, geography, and history.

TABLE 1 Improving Teacher Quality State Grants Program 2003 Ending Projects

Project	Higher Ed	LEA	Project Title
1101	California State University, Northridge (The University Corporation)	Reseda High School	The Los Angeles Superfunded Science Leader Initiative at California State University
1105	University of California, Los Angeles	El Monte Union High School District	Achievement in Mathematics (AIM)
1106	University of California, Berkeley	Hayward Unified School District	Accentuate Mathematics Project (AMP)
1111	University of California, San Diego	National School District	Math Collaboration
1112	San Diego Space & Science Foundation	Santee School District	Fleet Inquiry Institute
1119	University of California, Santa Cruz	SEASAND/CH-SSP at University of California San Diego	SCHELD: Science, Cultures, History and English Language Development
1120	Occidental College	La Canada High School	Marine Science Experience
1121	Monterey Peninsula College	Monterey Peninsula Unified School District	Monterey Standards-Based Teaching for Understanding Program
1124	University of California, Irvine	Orange County Dept. of Ed.	Arts Core
1128	Regents of University of California	White Mountain Research Station	Rural Reform Initiative and Rewatering of the Lower Owens River, CA
1129	Shasta College	Shasta County Office of Ed.	Project ARISE (Advanced Rural Integrated Science Education)
1133	Los Angeles Educational Partnership	Los Angeles Unified School District	Humanities and Science: Bridging Two Worlds
1140	Berkeley, Lawrence Hall of Science	Tahoe Truckee Joint Unified School District	Mountain Region Science and Reading Academy
1142	Books and Beyond	South Bay Union High School District	Books and Beyond, Non-Profit Corp.
1148	California State University, Long Beach	Garvey Elementary School District	TLC (Teaching Learning Collaborative)
1152	California Polytechnic State University	California Polytechnic State University	Rural Schools Professional Development Program for Arts Education
1155	University of California, Berkeley, Lawrence Hall of Science	Eureka City Unified School District/Washington Elementary	The Families & Schools Project in Northern California
1161	Buck Institute	Hayward Unified School District	PEGASUSS: Problem-based Economics and Government-Advancing Student Understanding of Social Studies
1162	Contra Costa College	West Contra Costa Unified Schools	Teacher Path
1172	University of California, Davis	Sacramento City Unified School District	Arts Professional Development for Sacramento City Unified
1180	Bakersfield College	Delano Joint Union High School District	Learning is a Two Way Street-A team Approach to Teacher Proj. Dev. (L2WS)
GRAND TOTAL			

Teachers	Teachers	Students	Schools	Districts	Subject/ Grade Level	Amount	Duration
(Pre-Service)	(In-Service)	(directly/indirectly affected)					
0	120	18,000+	31	1	Science	\$751,557	3 Years
12	55	9,646	6	1	Math	693,657	3 years
0	400	13,500	15	3	Math	712,000	3 years
10	340	6,880	10	1	Math/Science	683,431	3 Years
0	180	21,600	TBD	4	Science	699,646	3 Years
100	40+	1,100	20	6	English, History, & Science	641,140	3 Years
0	60	3,000	30	10	Science	165,236	1 year
200	24	560	6	1	English, Math, & Science	742,584	3 Years
0	96	35,540	16	9	Arts	707,201	3 Years
0	26	3,229	6	6	Science	568,456	3 Years
15	110	5,100	137	54	Science	696,054	3 Years
0	336	50,400	46	1	History & Science	519,387	3 Years
0	192	4,800	7	1	Science	696,263	3 Years
210	0	3,000	20	3	Math/Science	730,974	3 years
16	192	6,180	55	4	Science	727,404	3 Years
200	80	2,063	5	4	Arts	211,373	1 year
8	136	2,495	8	4	Science/Other	601,796	3 years
1000	40	54,000	94	22	Civic, Government, & Economics	779,167	3 Years
300	0	900	7	1	Math/Other	682,180	3 years
1	852	68,684	75	1	Arts	729,167	3 Years
60	25	6,400	1	1	Math/Science	749,660	3 years
2132	3264	299,077	595	138		13,488,333	

TABLE 2 Improving Teacher Quality State Grants Program 2003 Current Projects

Project	Higher Ed	LEA	Project Title
101	City College of San Francisco	San Francisco Unified School District	Teach to Advance Student Achievement in Mathematics & Science (SAMS)
131	University of California, Davis	Markham Elementary School	Markham Mathematics Collaborative
139	University of California, Santa Cruz	East Side Union High School District	Professional Development Initiative for Mathematics and Literacy Teachers
155	San Diego State University Foundation	San Diego City Schools	Collaborating to Learn Mathematics and Improve Practice: San Diego City Schools and San Diego State University
164	California State University, Sacramento	Sacramento County Office of Ed	Sacramento Science Projects Related to Equity in Education
190	Humboldt State University	Humboldt County Office of Ed	Northcoast Mathematics/Science Initiative
192	California State University, Fullerton	Anaheim Union High School District	CoAST Continuum for the Advancement of Science Teachers
200	University of California, Merced	Merced City School District	Focus on Writing Instruction
205	University of California, Berkeley	San Leandro Unified School District	Researching Equity and Achievement Project (REAP)
206	California State University, Chico	Tehama County Office of Ed	Northeastern California Teacher Education Collaborative
212	Stanford University	San Diego County Office of Ed	Reading to Learn
231	Pitzer College	Manual Arts High School	Technology-Supported, History-Social Science Teacher Development in Urban High Schools
235	California State University, San Bernardino	Coachella Valley Unified School District	Project Pathway
240	California State University, Fullerton	Orange County Dept. of Ed	Professional Development Resources Online: Mathematics
250	San Diego State University Foundation	Hoover High School	BAHIA: Secondary Students Teaching Teachers
255	California State Polytechnic University, Pomona	Snowline Unified School District	Math and Science Teacher Education Recruitment and Retention Project at Cal Poly Pomona
256	University of California, Office of the President	San Diego Unified School District	California GEAR UP Project: Lessons Learned
257	University of Southern California	Dean of College of Arts and Science, Joseph Aoun	Francis P. Collea Teacher Achievement Award Program (TAAP)
258	The Achievement Council	Los Angeles Unified School District	The English Language Learners Literacy Initiative
Need revised program design and budget			
239	University of California, Davis	Orange County Dept. of Ed	Professional Development Resources Online: Special Education
GRAND TOTAL			

Teachers	Teachers	Students	Schools	Districts	Subject/ Grade Level	Amount	Duration
(Pre-Service)	(In-Service)	(directly/indirectly affected)					
150	10	1,125	5	1	Science/Math 7-12	\$603,220	3 years
0	15	800	1	1	Mathematics K-6	173,160	3 years
0	136	4,740	10	3	English/Math K-12	888,980	3 years
0	30	3,750	0	1	Math 5-12	305,392	1 year
0	230	8	5	0	Science K-12	277,000	1 year
200	120	44,800	55	30	Science/Math 7-12	850,799	3 years
20	600	85,536	63	3	Tech/Science K-12	1,220,775	3 years
0	352	11,500	16	1	History/English	581,316	3 years
0	66	1,675	1	0	Math K-9	904,700	3 years
50	4063	126,577	349	145	Multi to 6 K-12	998,946	3 years
20	150	3,700	6	2	Multi to 4 K-6	1,859,945	5 years
0	53	12,371	3	1	Geography/History 9-10	594,924	3 years
18	36	5,412	9	1	Science 6-12	845,274	3 years
0	351	10,890	16	6	Tech/Math K-12	1,889,657	3 years
810	20	22,500	12	1	Science 5-12	720,210	3 years
135	325	95,298	31	4	Science/Math 6-12	861,805	3 years
0	375	60,000	60	14	Math 6-9	368,172	2 years
0	120	1,940	12	8	Multi / K-12	579,829	3 years
0	150	750	26	1	English	240,000	1 year
0	0	0	0	0	Science/Math 7-12	1,371,900	3 years
1403	7,202	493,372	680	223		16,136,004	

In the most recent reauthorization of the federal ESEA, Congress passed House Bill 1, the No Child Left Behind Act (NCLB) of 2001 (Public Law 107-110). Title II, Part A, of NCLB contains provisions for states to access professional development federal resources for K-12 teachers, principals, and other school based personnel.

Under the No Child Left Behind Act, each State Department of Education receives an allocation to distribute to school districts on a formula basis. The California Department of Education has received approximately \$321 million in each of the past three years for this purpose. In addition, a second allocation is made for a competitive grant program. For the past three years, the California Postsecondary Education Commission has received approximately \$8 million each year for the program to award grants to institutions of higher education in partnership with local education agencies (LEA's).

Since the first program (1986), the Commission has awarded 185 grants to these projects with a variation of partnerships, including K-12 school districts, individual schools, County Offices of Education, institutions of higher education, science centers, business, and non-profit educational organizations.

The primary goals of the projects funded under the Commission's Competitive Grant Program stipulate that successful applicants must demonstrate:

- (1) the potential for the proposed activities have a lasting and positive impact on classroom practices and student performance and be sufficiently sustained, intensive, and of high quality;
- (2) the development and/or use of curricular materials with a strong connection have challenging national and state subject-matter content standards;
- (3) an effective plan to integrate the systemic reform efforts of states, school districts and individual schools;
- (3) existence of an understanding of current research on diverse teaching and learning methods and styles; training activities with strong academic content and contemporary pedagogical elements; attention to strategies for serving teachers and students from groups identified as historically underrepresented in particular subject areas, such as science and mathematics;
- (4) the incorporation of activities to address the needs of English Language Learners (ELL);
- (5) the importance of promoting effective teaching and learning that take place in both formal and informal settings; and
- (6) recognition of the essential role of prospective and current K-12 personnel in planning and implementing the professional development activity.

The Commission also supports the "academy model" design wherein prospective and current teachers spend part of the day on their own professional development and the remainder of the day in the application of this knowledge with students in the classroom setting. Principals, paraprofessionals, and parents may also be served.

Eisenhower and ITQ Projects

Table 1 on page 2 provides a list of projects funded under the last year of the Eisenhower Program in 2001. They are slated to end on September 30, 2004. Table 2 on page 4 presents the projects selected from the Improving Teacher Quality competition held last year. These activities are scheduled to conclude in 2006. (A review of the first ITQ Request for Proposal award process in 2003 was outlined in the Commission's February 2004 Agenda.)

Of the 21 Eisenhower projects that will end this fall, approximately 3,300 veteran teachers and 2,100 pre-service and new or non-credentialed teachers will be served. One hundred thirty-eight (138) districts and 595 elementary and secondary schools will be involved. Potentially, approximately 300,000 K-12 students will be affected. Funding for these projects totals approximately \$13,500,000.

For the 20 recently funded ITQ projects, 7,000 K-12 veteran teachers and 1,200 prospective (pre-service) and new or non-credentialed teachers have been served. Two hundred thirty (230) school dis-

tricts and 697 elementary and secondary high schools were represented. Data from these projects indicate that approximately 490,000 students were affected by professional development activities. The combined funding for these projects was approximately \$16,000,000.

ITQ Assessment and Dissemination Initiative

The Assessment and Dissemination (A&D) Project was begun in 1992 through a grant to the Association of Independent California Colleges and Universities (AICCU) in order to strengthen the collection and analysis of information from individual professional development projects funded by the Commission under the former Eisenhower Program and the current Improving Teacher Quality Program. The A&D initiative continued as the Commission made the transition from the Eisenhower Program to the ITQ Program.

One of the goals of the A&D project is to identify at the conclusion of a funding period those projects deemed successful for disseminating useful information across previous and on-going projects. In addition, the dissemination phase allows successful projects to communicate to educational agencies, professional developers, the public, and policy makers about effective strategies and “lessons learned” that can be replicated and added to the body of scientifically based research with respect to effective teacher training and re-training models. Ten projects slated to end on September 30 have been asked to submit for Commission approval a plan to use the next year to “disseminate” their model through a variety of media, outreach materials, workshops and presentations.

The projects now under discussion to receive a dissemination grant award are (1) California State University at Northridge (science); (2) San Diego Space and Science Foundation (science); (3) University of California, Santa Cruz (science, English, history); (4) University of California, Irvine (arts); (5) Shasta Community College (science); Los Angeles Educational Academic Partnership (LEAP) (science); (6) University of California, Lawrence Hall of Science (science); (7) Buck Institute (economics and government); (8) University of California, Davis (arts); (8) Monterey Peninsula College (English, mathematics and science); (9) University of California, San Diego (mathematics); Achievement Council (mathematics for English language learners); and (10) University of California, Davis (science).

Three Eisenhower Presentations

Three projects originally funded under the Eisenhower eleventh year competition (2001) for a three-year period are especially noteworthy:

1. Accentuate Mathematics Project (AMP), presented by Paul Giganti, Jr., University of California at Berkeley, Graduate School of Education

Working in three San Francisco-Oakland Bay Area school districts, the primary goal of the AMP Project was to increase the study and understanding of mathematics for teachers from 15 elementary schools while also implementing a “whole” school mathematics professional development model in an efficient and cost-effective manner. The project placed a great deal of emphasis on mathematics events for students and parents as a part of its strategy to ensure sustainability.

2. Project ARISE (Advanced Rural Integrated Science Education), presented by Victoria Hindes, Shasta College and the Shasta County Office of Education

Serving the rural communities of Shasta, Tehama, and Trinity counties, Project ARISE has developed a standards-based science professional development program utilizing hands-on practices and technology to respond to the needs of teachers in more isolated geographic areas of the state. Because of location

and large geographic area, more innovative forms of delivery were needed in light of the lack of accessibility to professional development offerings in the area.

3. *Biotechnology Technician Training Project, Chula Vista High School and the Francis Collea Teacher Academic Achievement Program (TAAP)*, presented by Judith Heitz, University of Southern California

The TAAP design allows K-12 teachers to compete for grants to implement discipline-specific classroom or school programs in their schools. The underlying purpose of the Biotechnology Technician Training project was to provide the necessary instruction to enable a larger number of Chula Vista students to meet the University of California and California State University science requirement and expand the pool of students who can move directly into the two-year biotechnology training program offered by Southwest Community College. Originally funded at California State University Dominguez Hills (under the leadership of the late Francis P. Collea), the TAAP project is now housed at the University of Southern California.



Pictures of the Professional Development Institute, Los Angeles Educational Partnership Program, August 2004